Teaching and Learning Approach

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Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **'Life Long Learners, Leaders of Change, Lasting Legacy'** and our vision that all will **'Flourish and Inspire.'**

The Teaching and Learning approach is at the core of our school and explains how learning is at the centre of all that we do. Each one of us are aspirational for our children, and for each other with our vision being that all will 'Flourish and Inspire.' The approach that we take ensures that everyone is committed to achieving a high quality consistent approach to learning where we are dedicated to providing an ambitious curriculum which meets and challenges the needs of the learner. Our inclusive approach ensures that all children will be enabled and empowered to be successful lifelong learners and will have a voice in their learning and development.

Our School Values are: -
Community
Respect
Aspiration
Achievement
Collaboration

Our Indicators of Success are for everyone to be: -
Safe and happy
Curious and Confident
Supported and Challenged
Included and Valued
Active and Healthy

Rationale:

It is our aim to motivate all of our children to have high aspirations, to want to do their personal best, and to have a desire to be successful both in school and the wider community.

We have a teaching and learning approach, which is underpinned by the teacher standards, so that the teaching team understand and achieve our shared standards of exemplary practice. It provides an agreed framework for teaching and learning within our school, which promotes quality teaching, equality and inclusion, so that we provide an outstanding education for all the children at Meadowbank Primary School.

The purpose of this document is to describe what Quality First Teaching looks like at Meadowbank, and achieve consistency of exemplary practice across the whole school.

At Meadowbank we are dedicated to continually improving and adapting our practises in education in order to tailor our teaching to the needs of the children. We regularly use research as a methodology to challenge our thinking and pedagogies as a main vehicle for improving outcomes for the children and the teaching team through collaboration and sharing of expertise. We believe that this process enables us to focus on priorities and the reflective nature of research allows for in-depth conversations about our own and other practises which supports and accelerates the progress and impact on outcomes for children.

We have used several evidence based sources to inform our Teaching and Learning Approach. We review this document regularly to ensure it is up to date with the latest research about effective teaching and learning, and also refer to a range of leading experts in the field.

The first source is Rosenshine's Principles of Instruction (2012), which is an evidence-informed approach to teaching based on cognitive science, research on master teachers, and research on cognitive supports.

We have also used our own reflections and evaluations of exemplary practice for our children in our school using the following:

- Education Endowment Foundation 'Teaching and Learning Toolkit'
- Education Endowment Foundation 'Special Educational Needs in Mainstream Schools'
- Education Endowment Foundation 'High Quality Teaching'
- National Professional Qualifications
- An Evidence Informed Guide to help Quality Assure the Curriculum by Alex Bedford
- Rosenshine's Principles in Action by Tom Sherrington

Curriculum Design:

Learning has been defined in cognitive psychology as an alteration in long-term memory. "If nothing has been altered in long-term memory, nothing has been learned. Progress, therefore, means knowing more, knowing how to do more, and remembering more." Ofsted Framework (July '19). Therefore, underpinning our curriculum design is the belief that children need a solid understanding of core knowledge if they are going to progress in their learning.

As such, a detailed, structured curriculum is mapped out across all phases, providing an overview of what will be covered and when, ensuring continuity and supporting transition. Fundamental skills and knowledge are secured first. The updated Ofsted Framework (Sept '22) has a focus on a 'broad and balanced curriculum' where there is the expectation that manageable steps for each subject are thoroughly mapped, with reason, across the primary phase, to allow children to build on previous knowledge, skills and vocabulary, with evidence of 'knowing more and remembering more'.

Each curriculum subject is taught discretely to ensure that the skills and knowledge required meet National Curriculum expectations, and curriculum subject leaders use their knowledge and expertise to use these as a guide in providing the minimum expectations of coverage of all foundation subjects.

The process is illustrated below within 'Our Curriculum Documentation blueprint.

At Meadowbank, we are committed to raising standards of the essential skills of being able to read, write, and speak confidently with competence, as well as applying mathematics at a proficient level, to facilitate learning across the curriculum in order for our children to be successful at all stages of their lives.

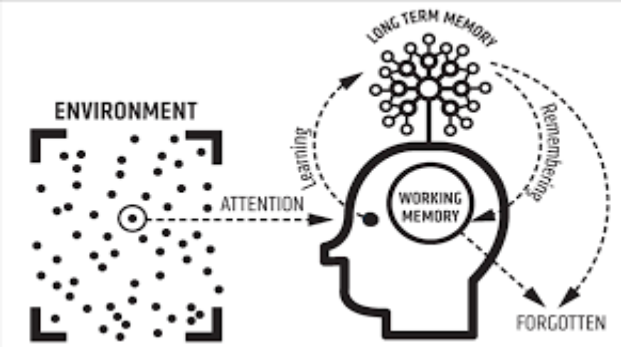
Pedagogy:

High quality learning stems from high quality teaching, which, we believe can be summarised by three important elements:-

- Pedagogy: How we teach
- The Curriculum: What is taught: knowledge, skills and vocabulary
- Assessment: How we know what has been understood and retained – impact

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive science approach, using objective methods to consider how we think, how we remember things and how we process language.

From the cognitive science perspective, learning becomes essentially 'memorisation' of information. The assumption is that memory consists of short-term memory, working memory and long-term memory stores – Short term memory having an extremely limited capacity, working memory having capacity for a learner to use and manipulate information and long term memory with an infinite capacity.

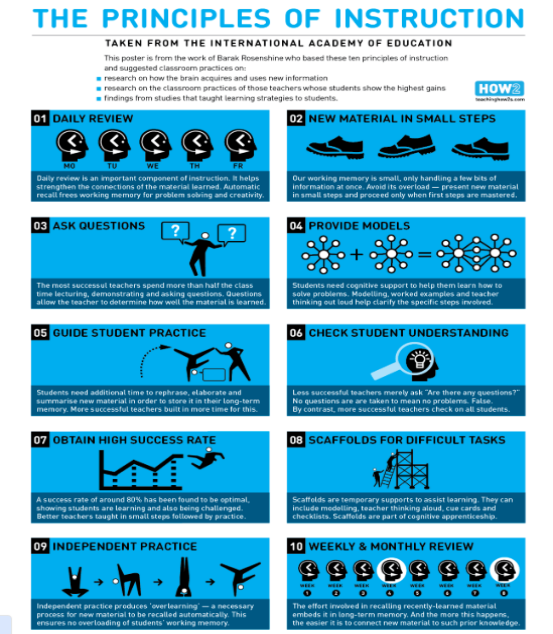


In order for information to be considered 'learned', it needs to move from the working memory, where it is being paid attention to in the moment (or being 'worked' on), to the long term memory.

Rosenshine used the aspects of the research concerning processing information and identified which were the most important elements that could be used effectively in a classroom environment, and developed 10 principles of effective instruction, grounded in cognitive research and evidence:

Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review



Implementing Pedagogy in the Classroom:

As a fellow educationalist, Tom Sherrington noticed that there were four common strands running throughout Rosenshine's 10 Principles of Instruction. Drawing out these strands makes the principles easier for teachers to understand, develop and apply in their everyday practice. Sherrington combined Rosenshine's principles into each strand as follows:

1	Daily review
2	New material in small steps
3	Ask questions
4	Provide models
5	Guide student practice
6	Check student understanding
7	Obtain a high success rate
8	Scaffold for difficult tasks
9	Independent practice
10	Weekly and monthly review

Strand 1:- Reviewing Material
1. Daily review
10. Weekly and monthly review

Strand 2:- Questioning
3. Ask questions
6. Check student understanding

Strand 3:- Sequencing Concepts and Modelling
2. New material in small steps
4. Provide models
8. Scaffold for difficult tasks

Strand 4:- Stages of Practice
5. Guide student practice
7. Obtain a high success rate
9. Independent practice

As a teaching team, we have researched best practice and have created a set of exemplars of excellence in relation to Rosenshines Principles of Instruction that we embed into our daily teaching and practice. (See Appendices :- Meadowbank's Exemplars of Excellence) These exemplars provide high quality examples, strategies and techniques, about what is likely to be effective based on existing evidence in the context of our school. These are layered with the teaching team's professional judgement and expertise in knowing what works best for the children in our school.

Strand 1:- Reviewing Material
1. Daily review
10. Weekly and monthly review

These principles focus on the review of material already learned by the child and on retrieving this information from the long-term memory. For example, reviewing material learned in their last taught lesson, enables learners to move this already learned content to their working memory, allowing them to make sense of the new material about to be taught.

The act of reviewing material through weekly or monthly reviews provides opportunities for re-engagement with already learned material. This re-engagement enables the information to be more effectively stored in the long term memory. Essentially, the more a child draws on stored content, the more effective they become at recalling it and using it to develop their understanding of new material.

<u>Retrieval at Meadowbank:</u>
There is a 'repertoire' of retrieval practices for different stages of learning. Each method enables children's thinking to deepen and become more flexible as they make more and more connections to prior learning.

Examples of retrieval practices at Meadowbank include:

- Gimmee 5
- Odd one out
- Low stake quiz
- Cloze procedure
- Match me up
- Zoom in, Zoom out
- Correct or not correct
- Brain dump
- Summarising
- Using flash cards
- Mantel of the expert
- Think Pair Share

Strand 2:- Questioning
3. Ask questions
6. Check student understanding

Questions require children to adapt their knowledge store, to critique it and (where necessary) to adapt it. Effective questioning also enables the teaching team to understand where misconceptions may lie and where taught input might be required to help the child modify knowledge they have memorised. To do this effectively, Rosenshine surmised that teachers need to ask process questions, which aim to find out how a learner has worked things out, and not be satisfied with just giving a correct answer.

Effective questioning can also highlight times when the teaching team may need to adapt their methods of teaching to support child understanding to enable them to make links between new information and concrete examples they are already familiar with.

<u>Questioning at Meadowbank:</u>
Some questions can be planned for, but some should be responsive to what is happening in the lesson.

When considering planned questions using the 'question types', they should be to:-
. Check for understanding – i.e. hinge questions that children should be able to answer at a certain point in the lesson, before they move on
. Ask several questions and check the responses of all children
. Provoke deeper thinking
. Increase the participation and thinking of all children
. Use sentence stems to support answers, promoting oracy through high-quality responses, further discussion, thinking and application of knowledge.

Clarifying	Personalising	Bridging
When you ask children to clarify an answer, you are asking them to make it more clear: • What do you mean by…? • Can you tell me more about…? • Can you give me another example of that? • In what way…? • How exactly…? • How did you work that out?	**When you ask children for their opinion, you are asking them to reason and justify their thinking:** • But how do you know…? • Why do you think that…? • Are you sure that…? • But what if…? • Would you rather…or….? Why?	**When you ask children a bridging question, you are asking them to compare two disciplines and to notice how they work together.** • So is it the same as/for/when…? • How does it/that compare to…? • Can you think of other/different …? • What else…?
Reflecting	**Expanding**	**Contextualising**
When you ask children questions that seek reasons and evidence, you are asking them about the thinking or learning process behind an idea or point: • When/how/what did you discover…? • How did you find/work out…? • What made you think of…? • Why did you decide…?	**When you ask children to expand on an idea, you are asking them to elaborate on and extend their understanding of the idea:** • Could you explain…? • How do you think this would have an impact on…? • What evidence do you have for that? • What would happen if…? • Does that suggest any other…? • What does that mean for…? (Related idea, step or process)	**When you ask children to contextualise an answer, you are asking them to place it in its correct context to discover how this might affect the accuracy of the answer:** • How did your knowledge of the time period affect your answer? • Why do you think some people might disagree with your answer?

Examples of questioning practices at Meadowbank include:

- Cold calling
- No opt out
- Lollipop Sticks
- Ask pre-questions
- Probing
- Say it again, but say it better
- Think, Pair, Share
- Whole class response

Strand 3:- Sequencing Concepts and Modelling
2. New material in small steps
4. Provide models
8. Scaffold for difficult tasks

When learning new information, children need to process small amounts at a time to then store it in their long-term memory. Trying to work with large amounts of new information means that some will not be processed.

Presenting learning in small steps allows children to master new information in small chunks before providing more information. Furthermore, new information often needs some kind of cognitive support for its processing to be successful, such as providing models and scaffolds to support.

Modelling at Meadowbank:
Modelling can be defined as explaining the key ideas, then model how to do it/what to do with it.

This falls into two main categories:
1. Task modelling is when you show children how to complete a task by doing it yourself-demonstrating.
2. Metacognitive modelling is when you show children how to approach a task by modelling the thinking process e.g. thinking aloud.

Demonstrating and modelling are key teaching and learning strategies that support children's learning, taking them from what they know to new learning. They are interactive whole class teaching strategies that involve teacher-led activities as well as children contributing and trying things out.

To be successful, these techniques should be directly linked to the learning objective for the lesson, or series of lessons, and wherever possible should be carried out 'live' – using the 'thinking aloud' methodology of clearly articulating the thinking process behind the work being demonstrated or modelled.

Modelling should:
- Make explicit to children the underlying structures and elements of what is being taught
- Provide a supporting structure, which can be extended and used so children can apply the learning that has been taught independently.

Teacher modelling involves the teaching team showing the children how to do something while simultaneously describing what they are doing and explaining why they are doing it.

It offers learners the opportunity to:
- See and hear the process
- Ask questions if anything is unclear
- Discuss what they have seen and heard with other learners with the 'expert' modelling
- See that expert learners may modify, improve or correct a process as they undertake it

Children need to be given the opportunity to practise and apply the processes and structures that have been modelled and demonstrated. When following up demonstrating or modelling, emphasis needs to be placed on the quality of questioning.

If a skill is being demonstrated, the teaching team should consider using a multisensory approach to doing so whereby initially a very clear, narrated, demonstration is given. This is then followed by the children observing the skill again, but with no narration (to encourage them to remain fully focused) and then the children should guide the teacher through each step (by giving them very clear and precise instructions for each step) which the teacher is able to follow.

Scaffolding at Meadowbank:

Scaffolding refers to a method where the teaching team offer a particular kind of support to children as they learn and develop a new concept or skill. Scaffolding can be defined as the process of gradually removing your support as children master a new skill or concept. The teaching team should remove all support when the child is fully confident they can successfully complete a task on their own and have demonstrated as much. In the instructional scaffolding model, an adult may share new information or demonstrate how to solve a problem.

Examples of scaffolding at Meadowbank include:

- Dual coding-Visual aids including word banks (widgits)
- Use of manipulatives
- Use physical and visual elements, manipulatives and visual aids together
- Breaking up the learning into chunks
- Modelling
- Worked examples
- Use of explicit instructions
- Use of think-aloud to model or demonstrate
- Substitution tables
- Using prior knowledge
- Gradual release of responsibility
- Open-ended questioning
- Pre-teaching vocabulary
- Anticipating misconceptions

Strand 4:- Stages of Practice
5. Guide student practice
7. Obtain a high success rate
9. Independent practice

Guiding student practice focuses on children having time to rehearse, elaborate and rephrase the new material, so that it can be processed in their long-term memory storage.

The teaching team should monitor the accuracy of the new learning, with 80% being considered an optimal degree, in order to obtain a high success rate. When the teaching team is confident that the child is secure in the new learning, independent practice comes in, where overlearning the material leads to automatic retrieval. This is necessary because it frees up working memory – if information is automatically recalled, then we can be sure that it is stored in long-term memory and not taking up working memory capacity.

Practice at Meadowbank:

Time is planned, during the lesson and over a series of lessons, for children to practice using new knowledge, skills and vocabulary.

It is important to consider the type of practice and its purpose:

- Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
- Optimize children's learning ability and further deepen their understanding by enabling them to make connections and see patterns by using them in a range of contexts.
- Guide student practice (Rosenshine, 2012)
- Require and monitor independent practice (Rosenshine, 2012)

Examples of practice at Meadowbank include:

- Teacher talk and learner talk
- I do, we do, you do
- Modelling
- High frequency question to check for understanding and address misconceptions
- Scaffolds and learning prompts
- Intervening and re teaching at the point of learning
- Choral repetition
- Over practice of key skills and knowledge
- Summarise information clearly

Oracy and Communication

Research says that 'Spoken language skills are one of the strongest predictors of a child's future life chances' and at Meadowbank, Oracy is a key driver, where spoken language is fundamental to the achievement of our children. We therefore ensure that we plan for talk across the curriculum and provide children with a range of oracy opportunities, to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations to different audiences.

At Meadowbank our expectations are that:-

-We create a safe and supportive environment, where all children are encouraged to contribute as part of teaching and learning practices.
-The teaching team model the talk they expect from the children, scaffolding their responses and interactions and provide timely and specific feedback.
-The curriculum is planned using high quality texts and literature, where children are read to and also read widely to expand their vocabulary and language skills.
-The teaching team plan opportunities for Oracy in lessons across the curriculum, where children are taught the skills to become active listeners, respond to others, communicate using an expanding vocabulary and share ideas through structured talk.
-The teaching team enable the children to use the communication skills to support their engagement in discussions, debates and group activities.
-The teaching team provide feedback on children's speaking and listening skills and through learning conversations, encourage self-assessment and reflection in relation to their oracy skills.
-Children are given the opportunity to engage in public speaking in a range of contexts to a range of audiences

Examples of planned Oracy opportunities at Meadowbank include:

- Think, Pair, Share
- Drama
- Debates
- Philosophy for children
- Collaborative work
- Presentation of learning
- Reading and Writing approach
- Mathematics approach
- Visiting speakers

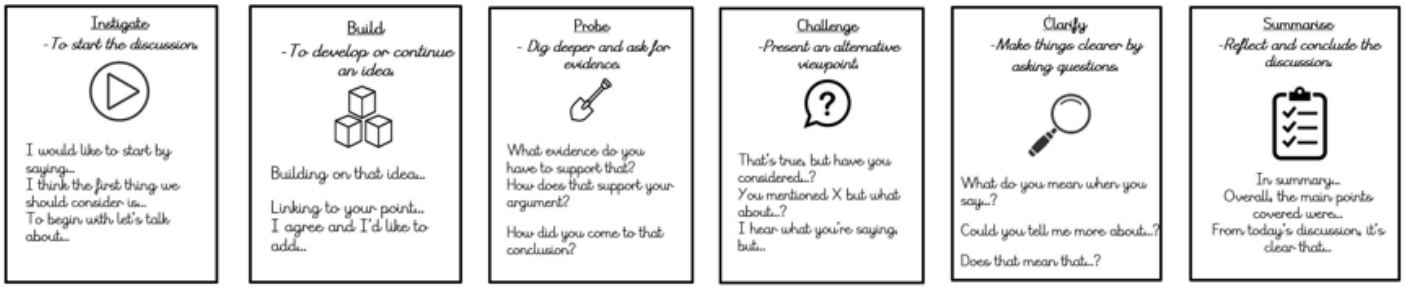
Wider Curriculum:

- Leading assemblies
- Children's leadership pathway

- Children's agency
- Performing at production
- Showcasing learning through enrichment opportunities with families
- Engaging in cross MAT events

Sentence Stems

The children play an integral role in developing a unique curriculum through discussion and questioning as well as using communication skills to drive their learning and understanding forward. As a means to support this effective communication and deeper thinking, we have developed sentence stems, which the children use to scaffold their talk and create meaningful, structured conversation with others.



The sentence stems, which have been developed with our children make them aware of the conventions of good discussion and allow them to regulate their own, leading to more productive speaking and listening and deeper thinking across the curriculum.

Lesson Design

The starting point of lesson planning is skilled practitioners' 'craft knowledge' (Wilson, 2012). This is knowledge of an individual, class, school and community context, and the evidence of what works within these contexts. This, alongside the teaching and learning approach, should inform planning.

Expectations:-

-The teaching team will expect the highest standards of all children.
-To offer equity of provision and opportunities so all children can achieve their potential.
-Work collaboratively with colleagues to learn and impart subject knowledge and best practice.
-Teachers need to ensure that any lessons, or learning relates to a broader sequence of work, and are clear about what is expected at the end of the lesson and by the end unit of work.
-Lessons should be structured in a way that is clear to the teacher and explicit to the children.
-High quality lessons have clear learning intentions that are understood by the children.
-Children know what they need to do to be successful in the lesson known as 'success criteria'.
-The introduction should be linked to previous learning.
-Key vocabulary is identified and explicitly taught.
-Learning must be adapted to meet the range of all children's needs.
- The teaching team should be deployed to support individuals or groups of children as necessary.
-In all lessons, access to high quality resources, visual aids and equipment, will give the children the best opportunity to learn.
-The timing and pace of the lesson should be managed carefully, with children being motivated to complete work on time and to a high standard.
-During the main part of the lesson children should be active, working independently or in small groups.
-The work provided should be pitched at an appropriately challenging level and meet the children's learning needs.
-The teaching team should provide high quality Modelling and Explanation - effective learning occurs when children have exposure and experience of high quality modelling.

-During the lesson, there will be opportunities to check for understanding, through the use of good questioning.
-The teaching team will evaluate the progress made by the children, further modelling what they need to do by guiding them or will provide an example from another child, or will ask another child to demonstrate 'even better if'.

-The end of the lesson should summarise learning and review the extent to which children have been successful in the tasks they have been set; reflect on their learning and consider what they have done well and what could be improved.

At Meadowbank Primary School children expect learning to be:-
-In an environment which is welcoming and supportive
-Memorable, exciting and joyful
-Practical and active, both inside the classroom and in the outdoor learning environment
-From experts; the teaching team, visitors and through experiences
-An opportunity to hear and learn new vocabulary, so words can be used to talk about knowledge
-Collaborative, through sharing and discussing ideas and learning from each other as part of a community
-Celebratory; with feedback that celebrates successes and information that helps you to know what and how to improve

Lesson structure
Over the course of a lesson, children should become less reliant on the adult and more independent and confident**.**

A lesson can follow the structure presented by Rosenshine, broken down into component parts with suggestions for tasks to support the gradual release of responsibility: I do – we do – you do.

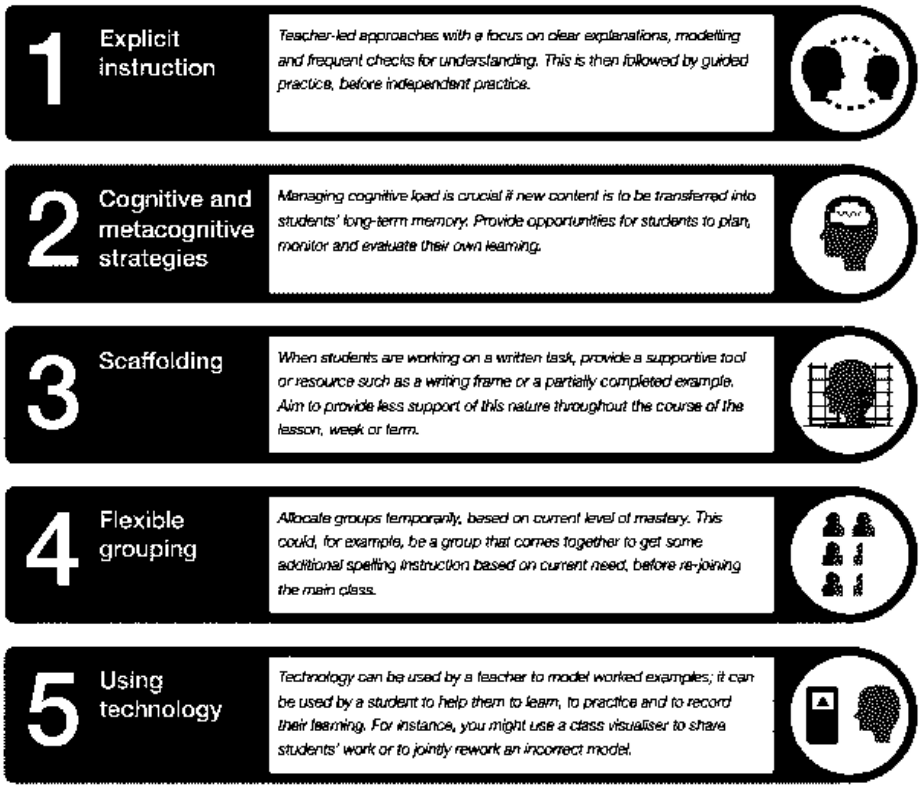
Rosenshine Principles of Instruction	**Progression towards independence**	**What does this look like in action?**
Daily Review		**Recap and revisit prior learning through :-** • Gimmee 5 • Odd one out • Low stake quiz • Cloze procedure • Match me up • Zoom in, Zoom out • Correct or not correct
New material in small steps	**I do**	• Explicit teaching • Clear explanations • Material to be clear with low cognitive load • Providing models and scaffolds to support.
Ask questions		**High quality effective questioning to enable processing, embedding and deepening of learning:** • What is the main idea of…? • What are the strengths and weaknesses of…? • How does this build on or connect to what we have learned before? • Which statement do you agree or disagree with and why? • What do you still not understand about…?
Provide models		• Clear models, worked models and processes • Use thinking aloud to show the learning process • Share high expectations and standards
Guide student practice	**We do**	• Provide enough time to practice • Guide through support • Teacher talk and learner talk

		• I do, we do, you do • Modelling • High frequency question to check for understanding and address misconceptions • Scaffolds and learning prompts • Intervening and re teaching at the point of learning • Choral repetition • Over practices of key skills and knowledge • Summarise information clearly
Check student understanding		• Answers to questions • Summaries • Opinions • Clarification in order to evaluate understanding
Obtain a high success rate		• Request the highest expectations to receive the highest outcomes – 80% at least
Scaffold for difficult tasks	**You do**	• Dual coding-Visual aids including word banks (widgits) • Use of manipulatives • Use physical and visual elements, manipulatives and visual aids together • Breaking up the learning into chunks • Modelling • Worked examples • Use of explicit instructions • Use of think-aloud to model or demonstrate • Using prior knowledge • Gradual release of responsibility • Open-ended questioning • Pre-teaching vocabulary • Anticipating misconceptions • Gradual removal of scaffolds as the child's independence increases
Independent practice		• Opportunities for overlearning • Improve fluency, recall and automaticity • Collaborative learning with others • Thinking reflectively • Setting goals
Weekly and monthly review		'Space; prior learning to revisit through: • Monthly reflection • Rehearsing and reviewing information, so children can make interconnections • Asking questions and encouraging children to think critically and deeply about the material they're learning. • Multiple-choice questions • Informal assessments • Formal assessment style opportunities

Inclusion and Adaptive Teaching:

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for children with SEND. Five specific approaches—the 'Five-a-day'

indicated below—are particularly well-evidenced as having a positive impact and connect to our approach to teaching and learning using Rosenshine's Principles of Instruction.



The teaching team use a repertoire of strategies, on a daily basis and flexibly in response to individual needs, using them as the starting point for classroom teaching for all children, including those with SEND.

At Meadowbank, our expectation is that every child works towards the same goal. Children's gaps and misconceptions are identified through immediate formative assessment and addressed with rapid intervention, with further explicit teaching and personalised programmes if required.

There is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all. Special attention is given to removing barriers to learning through chunked learning, providing technology to aid access, adapting teaching and providing scaffolds that promote learning new (and repeating learned) skills, problem solving and independence. (See SEND Policy)

<u>The Role of the Environment</u>

The school and classroom environment are key in underpinning and supporting teaching and learning.
Children at Meadowbank learn within a purposeful environment, where learning provides challenge and enjoyment, progression and depth; within an atmosphere of mutual respect between adults and children where they feel safe, happy, valued and know that they belong. (See Positive Relationships Policy)

We believe that for a child's learning to be meaningful and embedded, they need to be able to continue their explorations and ideas on a daily basis to deepen their knowledge, understanding and skills. Children will be able to independently use the learning environment and resources to engage in explicit challenges and experiences which aim to consolidate and deepen learning. For learning to become embedded, children need to practice skills and explore concepts in a range of contexts, and these must be planned into the learning provision. Practice and repetition aim to strengthen the connections and links within the brain and the environment, therefore, all areas of the learning environment will be planned for, both inside and outside, and will evolve around children's current and future learning needs in order to ensure opportunities for a range of learning experiences and activities.

We offer opportunities for children to learn in different ways within the environment to: -

- Enable them to have first-hand experience and to engage in investigative work
- Enable them to communicate their findings in a variety of ways - debating, role play, oral presentations

- Engage in planned and sequential opportunities to work individually, as a pair, a member of their whole class or as part of a group, organised according to appropriate criteria (i.e. prior attainment, flexible groups, strategically planned linked to observations and assessments)
- Acquire an appreciation of the features of effective group work
- Enable them to grow in independence and take more responsibility in planning and organising their learning
- Produce work for a variety of audiences
- Practice and apply newly acquired skills and knowledge
- Value the work of others
- Select learning materials and tools appropriate to the learning at hand to enable investigations and problem solving, research and discovery, designing and making
- Use modern technology as an aid to learning
- Enable fieldwork and educational visits

Working walls and displays should evolve as the learning develops and be a point to provide:

- Stimulus for learning
- Further explanation based on what has been taught in lessons
- Additional challenge
- Modelled examples
- Probing questions/prompts to promote deeper thinking
- Relevant resources
- Celebrate highest standards, expectations and personal achievements

Role of Adults

Adults supporting learning in the environment have a crucial of role in enabling children to reach beyond their current limits, inspiring their learning and supporting their development. It is through the active intervention, guidance and support of a skilled adult that children make the most progress in their learning. This means being a partner with children, enjoying with them the power of their curiosity and the thrill of finding out what they know, can do and understand. Children can then be challenged beyond their skill set and develop experience and expertise that can lead to a 'Flow' of learning "which happens when a challenging task is matched by, or slightly exceeds, well developed skills." (Dr. Geoffrey James; 2016)

It may be that they explore alongside the children, listening and responding to their talk and ideas, while also encouraging them to speculate and test ideas through trial and error. Adults may also model ideas and language, posing questions to develop a child's reasoning abilities and making suggestions to support their learning. Reflective dialogue between adults is paramount in accelerating children's learning and progress.

Adults have high expectations for all children and plan, resource and adapt learning opportunities and experiences that provide challenge, progression and depth.

Feedback:

We follow the principle that assessment is only valuable and effective when it is the result of rich and immersive learning experiences. Assessment should not risk to label children's achievements but instead remove the ceiling on attainment. Co-constructed success criteria encourage immersion into reflective learning so children develop a clear understanding on how to use and apply their acquired skills and knowledge, building upon children's prior learning. Our school is committed to ensuring that both adults and children use feedback effectively so that it is a two way learning conversation between the child and the adult or between peers. Feedback will be focussed upon clear learning objectives; children need to know how they will achieve these, how their learning will be assessed and what the adult or peer is looking for. This information must be made clear to the children before they begin their learning.

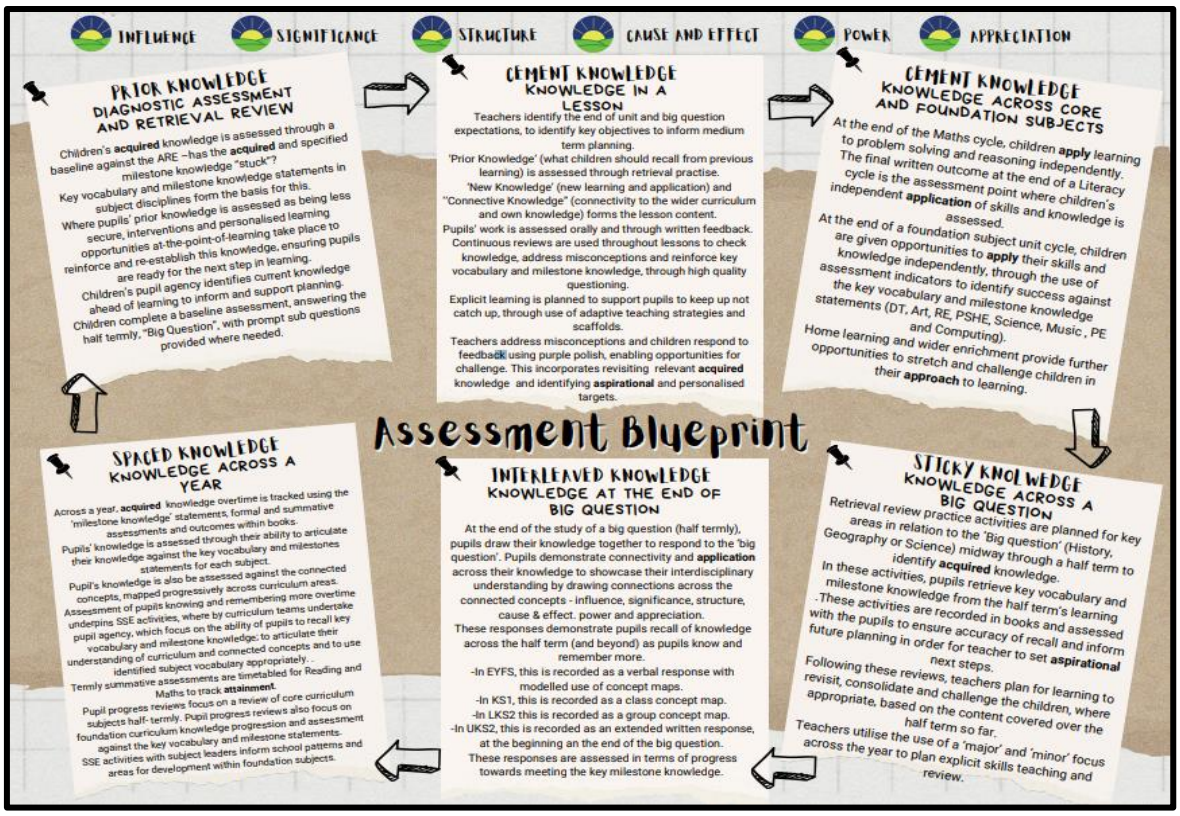
Teachers are expected to plan how feedback will be given: during/after lessons and (for this feedback to be meaningful) how children will be able to respond to this feedback. Feedback is a two-way process and the teacher should use the children's feedback to inform future planning.

We encourage children to be involved in reviewing the way in which they learn too and to reflect on how they learn, what helps them to learn and build in opportunities to celebrate success and review learning strategies.
(See Feedback Policy)

Assessment Processes:

At Meadowbank we recognise the importance of assessment and the key role it has to play in creating a learning culture where we enable children to achieve high standards. We regularly evaluate children's knowledge, skills and understanding through ongoing observations and assessments of each child's progress and this is an integral part of the curriculum and its strategies for teaching and learning. Regular assessments are made of children's work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual children. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage of their learning. All results from assessments are analysed and used to inform future planning.

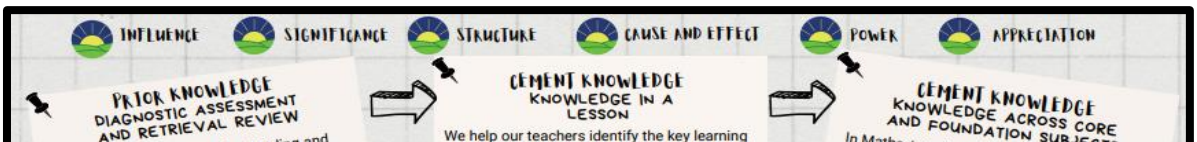
The process is illustrated below within 'Assessment Documentation Blueprint.'



We set aspirational targets in line with FFT data and other systems for children at the beginning of each academic year, and review the progress of each child at the end of each term during pupil progress meetings. Discussions during these meetings enable leaders to utilise and deploy resources and adults where necessary so that the appropriate provision is in place to support and extend the learning for each child.

Children are actively involved in assessment processes, as they become better learners when they are given time to reflect on their success in lessons and are aware of their next steps and goals. The teaching team begin each lesson with the 'Children's Assessment Blueprint' so children have a shared understanding of how they are part of their journey.

The process is illustrated below within 'Our Assessment Documentation Blueprint.'



Qualitative and Quantitative assessment information is shared regularly with parents throughout the year, so that teacher and parents are working in partnership to enable children to succeed. An Annual report is also sent to parents explaining the progress made by their child and indicating areas for improvement using the Education learning Trusts 6As of Attain, Aspire, Acquire, Apply, Attitude and Attend. (See Assessment Approach)

Monitoring:

Subject specific school self-evaluation and curriculum action plans are in place alongside a monitoring and evaluation cycle. The pace and depth of teaching and learning is maximised as a result of school self-evaluation processes , of subjects and the progress of individuals and groups of learners against age related expectations. The impact of leadership through monitoring and evaluation, is shared with adults within school and future long, medium and short term priorities are identified with next steps which are actioned in a timely manner. (See Appendices: - School Self Evaluation Monitoring Proforma)

The Role of Parents:

Parents play a fundamental role in supporting their child's education and home learning is also an important part of this process. We endeavour to provide varied opportunities to inform and support parents about what their children are learning and how they learn.

At Meadowbank some examples include:

- Sharing curriculum information through half-termly curriculum letters, which provides an overview of the key concepts, knowledge and skills that children will be learning each half term, alongside knowing how to support their child at home.
- The school website provides information relating to our curriculum and teaching and learning approaches
- Termly invitations to attend parent consultation meetings in which the progress made by their child and their next steps in learning are explained and discussed.

- Annual report sent to parents explaining the progress made by their child and indicating areas for improvement.
- Invitations to relevant workshops to support learning at home through 'Tell me, Show me' sessions.
- Half termly opportunities to engage alongside children in their learning environment.

At Meadowbank we see home learning as an important aspect of the partnership between the teaching team and families. We advocate that learning at home should be enjoyable and valuable, adding aspiration and excitement for new knowledge.

Developing a love of reading, building spelling skills, practicing number facts and oracy development are essential for all learners and children need time invested in each of these aspects alongside following their individual personal interests to achieve their potential.

There are clear expectations of what home learning looks like for Meadowbank families as children progress across the phases during their time at school. These are shared with families via half termly curriculum letters, alongside a number of high quality website links that can be accessed at home to move learning forward.

The Role of Governors and Trustees:

Our Governors take an active role in determining, supporting and monitoring the schools approach to learning and improvement through regular meetings and opportunities to become immersed within the teaching and learning environment. Professional dialogues between the teaching team and Governors provide challenge and rigour with an approach of "Tell me, now show me" in relation to their key roles and school improvement priorities. They join curriculum subject leaders as part of 'school self-evaluation systems' to monitor and evaluate the quality of education and support the use of appropriate teaching strategies by allocating resources effectively, alongside ensuring that the school buildings and premises are best used to support successful teaching and learning.

Continuing Professional Empowerment:

At Meadowbank teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools. We support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy. Therefore, at Meadowbank Primary School professional development is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do.

The teaching team have their own 'ELT Rosenshine's Principles of Instructions Development Maturity Model' where they are able to identify their strengths and future areas for development. When the teaching team, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to increases in pupils' learning outcomes. The maturity model can also be used as a measure of the effectiveness in developing and supporting the teaching teams learning, growth and practices. (See Appendices:- ELT Rosenshine's Principles of Instruction Development Maturity Model.')

The governing board reviews this document annually. The governors may, however, review the contents of the document earlier than this if the government introduces new regulations, or if the governing board receive recommendations on how this approach might be improved.

STRAND 1 REVIEWING MATERIAL

DAILY REVIEW

01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

WHY IS DAILY REVIEW IMPORTANT?

MO TU WE TH FR

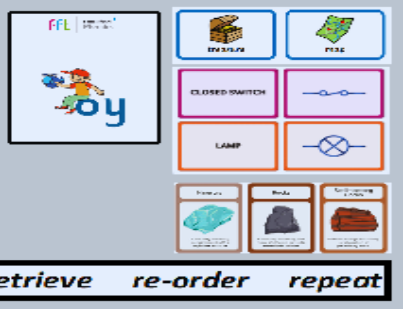
A daily review allows children to re-activate recently acquired knowledge, reducing cognitive load at the beginning of a lesson that's designed to build on and make connections to prior knowledge.

Rosenshine's phrase 'fluent recall' also relates to automaticity. Fluency concerns our ability to be able to quickly and easily recall prior learning, without having to make a significant effort to remember – for example, without the need of prompts such as notes. The highest form of fluency is where recall is automatic. The aim of reviewing is to reach the stage where the learner can recall their prior learning in the area being reviewed with little or no effort.

FLASHCARDS

The main purpose of flash cards should be self-testing to strengthen information in long term memory and provide instant feedback to identify gaps in children's knowledge.

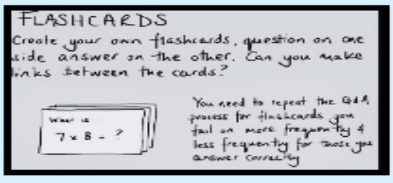
Flash cards are a very useful revision activity for many reasons. They work across all subjects, they can be used with the recall of facts, dates, quotes, definitions and more. They are a very simple technique for learners to use – low effort but high impact.

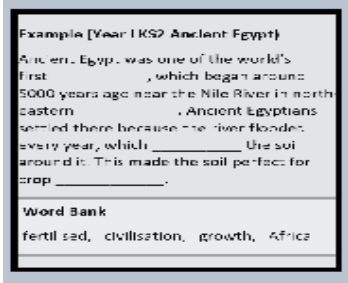


retrieve re-order repeat

WHAT DOES THIS LOOK LIKE?

- **Flashcards should be simple with a visual and prompt word or phrase with additional detail on the back if needed.**
- **Children and teachers can then reflect on gaps in the knowledge, their level of confidence, and ability to recall information. Was it easy and quick to retrieve information or a struggle?**
- **This knowledge can then inform next steps in addressing these gaps and ensure the additional time needed to secure information is planned for.**




Example (Year 1 KS2 Ancient Egypt)

Ancient Egypt was one of the world's first , which began around 5000 years ago near the Nile River in north eastern . Ancient Egyptians settled there because the river flooded every year, which _____ the soil around it. This made the soil perfect for crop _____.

Word Bank

fertile, civilisation, growth, Africa

CLOZE PROCEDURE

The main purpose of cloze procedure is to check comprehension of key vocabulary. It can deepen information in long term memory as children need to recall and apply their understanding of a word. Cloze procedure has proven to be a reliable and valid tool in measuring comprehension (Bloomer, 1962; Bormuth, 1968; Rankin & Culhane, 1969).

It can be given with a word bank to help reduce cognitive overload or without a word bank to promote deeper learning. Words deleted from the beginning of a sentence are harder to predict than those deleted from either the middle or the end. (Rye 1982: 70)

WHAT DOES THIS LOOK LIKE?

- **Find or write your own passage which includes the key words you want the children to understand.**
- **Delete the key words (you can place them in a word bank to offer a scaffold).**
- **Check the passage is readable for the children and contains enough context clues to apply the correct words.**
- **Mark by self-marking or peer marking.**
- **Discussion of the completed passages increases the effectiveness of the cloze procedure.**

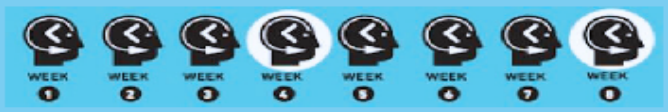
STRAND 1 REVIEWING MATERIAL

WEEKLY AND MONTHLY REVIEW

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

WHY IS WEEKLY IS MONTHLY REVIEW IMPORTANT?



Often, we think we've learned some piece of information, but we come to realise we struggle when we try to recall the answer. It's precisely this "struggle" or challenge that improves our memory and learning – by trying to recall information, we exercise or strengthen our memory, and we can also identify gaps in our learning.

MATCH ME UP

This is, a simple task that has been used by teachers and in tests for hundreds of years. But it can also be useful to evidence understanding quickly.

You might match up words to pictures, pictures to pictures or words to words depending on the subject matter, understanding and the ability of the children.

When completing a 'Match me up' task children match different items on a page. This can be more than two items and can be matching images together or words together. The task can also require children to complete a task such as solving a number sentence before matching the question to an answer.

WHAT DOES THIS LOOK LIKE?

- In this example children would be required to match the musical symbol to the correct word.
- The retrieval objective would be to retrieve their knowledge of musical symbols such as a musical note, forte and piano symbol with the addition of recapping some familiar musical instruments.
- The children can then be asked to write a sentence explaining their decisions if appropriate.

ZOOM IN, ZOOM OUT

Zoom In, Zoom Out activities, consist of a series of linked images that start close up and pull back until the whole image is revealed. They're often familiar objects that children are likely to have seen before (although not at this level of zoom!) Zoom in, Zoom out is an effective tool to prompt the retrieval and application of technical vocabulary and knowledge (Explorify.uk).

WHAT DOES THIS LOOK LIKE?

- Show the first image up on the screen. Ask the class what they notice about the image? Does it remind them of anything they've seen before?
- Show the next image and ask the children to consider and describe colours, shapes, textures
- Keep zooming out, asking questions at each image.
- Once the image is fully zoomed out ask the children if they worked out what they were looking at. What gave them a clue? Zoom back to the image when they figured it out. How did they know?

The children could do this verbally or write what they think the object is on a sticky note after each image.

STRAND 2 QUESTIONING

ASK QUESTIONS

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

WHY IS "QUESTIONING' A KEY PRINCIPLE?

Questioning is the frontline of formative assessment and the key tool in responsive teaching. Teachers need feedback from multiple children in order to gauge how successful they have been in securing learning from their teaching.

As Rosenshine explains, effective teachers ask more questions from more childlren in greater depth, checking for understanding, involving all learners and exploring thinking processes and misconceptions as well as correct answers.

COLD CALLING

All children should be involved in engaging with the teacher-pupil dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

An example of this is 'no hands up'. Teachers ask questions and then select children to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that involves all children. It's not a one-off strategy; it needs to be the default mode for most questions; absolutely routine.

NO OPT OUT

Children should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, children should not be allowed to opt out by saying 'I don't know'.

If a child gets an answer wrong or are unsure, move to another child to provide the correct answer before going back to those initial children to provide them with another chance to give the correct answer. This gives opportunity to practice and if done routinely, children will soon learn there is no value in offering "I don't know" as a defence.

PROBING

In order to explore a child's schema in any depth, you need to ask them several questions; asking several children one question each provides shallow responses compared to when each child has to provide multiple responses.

Make it the default that, in any given exchange, you are asking each child several questions before moving on. This provides opportunity to prove for understanding, check for misconceptions, add extra challenge, provide scaffold and engineer success.

ROSENSHINE'S 6 SUGGESTED QUESTIONS:

"WHAT IS THE MAIN IDEA OF...?"
"WHAT ARE THE STRENGTHS AND WEAKNESSES OF...?"
"HOW DOES THIS TIE IN WITH WHAT WE HAVE LEARNT BEFORE?"
"WHICH ONE IS THE BEST ... AND WHY?"
"DO YOU AGREE OR DISAGREE WITH THIS STATEMENT?"
"WHAT DO YOU STILL NOT UNDERSTAND ABOUT?"

STRAND 2 QUESTIONING

CHECKING FOR UNDERSTANDING

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

WHY IS CHECKING FOR UNDERSTANDING IMPORTANT?

It is important to ask children what they have understood, not if they have understood, engaging two or more of them in short probing dialogues. Rosenshine suggests several ways that effective teachers check for understanding. Each works particularly well when paired with cold calling, so all children develop attentional habits in readiness to share their understanding if and when they're asked. Developing this repertoire of methods for different situations, switching between them in planned and spontaneous moments, can make teaching highly responsive, adapting to the feedback students are giving through their responses. This works particularly well so that all children form stronger habits around focusing their attention, to share their understanding if and when they're asked.

AGREE OR DISAGREE

This has two useful applications, one is to help children form their own opinions, allowing them scope to agree or disagree.
The other is a way to secure attention when other children are talking, a soft check for listening and engagement as well as for understanding. Embedded in this is the follow-on and why? Children should give their reason.

- Do you agree or disagree with ____? Why do you think that?
- Looking at those statements, I would say two are true and one is false... do you agree or disagree? Why is that?

THINK ALOUD AS YOU PLAN

This takes time to embed as a normal routine – because children are largely used to thinking privately – in the hidden way we all do. Promoting metacognitive talk is a powerful approach in general and normalising thinking aloud can help to explore children's' thought processes as they work out how they will approach a task.

- Talk the process through for me. How would you go about solving it?
- Talk through your ideas for the piece and how you will organise them...

EXPLAIN OR DEFEND YOUR POSITION

When children express opinions or give an analysis, it's helpful to check they understand the underlying concepts rather than having learned stock responses without a supporting schema. When children make an initial response, probe further, asking them to explain key points or to defend their position, perhaps with a counterargument as a reference.

- Why did you choose answer A over answer B?
- The rate is increasing more gradually, why would that be?
- Are you sure?
- That's one way to say it, but is it the best way?

"THE TEACHER, BY LOWERING THE LEVEL OF QUESTIONS AND BY ACCEPTING ANSWERS FROM A FEW, CAN KEEP THE LESSON GOING BUT IS *OUT OF TOUCH WITH THE UNDERSTANDING OF MOST OF THE CLASS...*"

STRAND 3 SEQUENCING CONCEPTS AND MODELLING

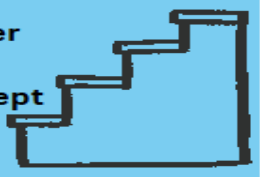
PRESENT NEW MATERIAL IN SMALL STEPS

02 NEW MATERIAL IN SMALL STEPS

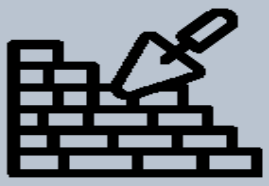
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

WHY SHOULD NEW MATERIAL BE PRESENTED IN SMALL STEPS?

Recent research suggests that the working memory can only hold 4-5 new pieces of information at a time. For learning to occur, this information needs to be transferred to the long term memory. By introducing new information in small steps, teachers will be better able to organise the learning material in a way that allows transfer to the long term memory. Teachers should ensure that children have mastered one concept before progressing to the next. Once mastered, concepts are synthesised (i.e. practiced as a whole).



WHY SMALL STEPS HELP



Breaking down learning into small steps does require time but the impact on children's learning is worth doing so as it:

- ·Provides effective self- evaluation
- ·Lowers cognitive load
- ·Increases motivation
- ·Targets gaps in knowledge
- ·Easier to remove scaffolds over time.

SEQUENCING

Teachers need to invest time in analysing the curriculum materials to see how it can be broken down and sequenced asking:
Why this?
Why now?
Efficient ordering of the content will improve the learner's understanding and help them achieve the objectives.

PREDICT MISCONCEPTIONS

From getting to know the capabilities and learning styles of the children, teachers should predict where children may face misconceptions and plan ahead by gradually introducing new material to prevent misconceptions from occurring.

Teachers should be quick to address misconceptions .

ROSENSHINE SUGGESTS THAT MORE EFFECTIVE TEACHERS RECOGNISE THE NEED TO DEAL WITH THE LIMITATIONS OF WORKING MEMORY AND SUCCEED IN BREAKING DOWN CONCEPTS AND PROCEDURES INTO SMALL STEPS.

STRAND 3 SEQUENCING CONCEPTS AND MODELLING

PROVIDE MODELS

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

WHY IS PROVIDING MODELS SO IMPORTANT?

Many of the skills that are taught in the classroom can be achieved through providing prompts, modelling the use of the prompt and then guiding the children to develop independence.

Without careful modelling, many children are left feeling lost without the tools they need to succeed. They have little conception of what the final product should look like, and they do not understand the small steps they need to go through to achieve success. Inevitably, without models their thinking – and subsequent work – lacks detail, exposes gaps and is filled with avoidable errors. Ultimately, modelling brings greater clarity.

It is important to remember however, that modelling is not a substitute for knowledge. Children always need a core knowledge on the subject before attempting more challenging tasks.

TEACHER MODELLING

I DO.

The teacher demonstrates to the class how to perform a task. This could be in the form of a live model using a visualiser, a whiteboard or physical demonstration.

A teacher is able to explain the thought behind the steps they are thinking during this process.

WORKED EXAMPLES

In a pre written worked example, the teacher not only provides the solution to a task but also clearly lays out each step.

Worked examples allow children to focus on the specific steps to solve problems and consequently reduces the cognitive load on their working memory.

Worked examples begin with the teacher modelling and explaining the steps that can be taken to solve a specific problem.

PARTIALLY WORKED EXAMPLES

Once children have been provided with many worked examples and general patterns are clear, the level of completion of the model can be reduced. This involves the children being given a partially completed example which they need to finish off and ultimately do themselves.

It is important that partially worked examples are only introduced once the children have had enough experience of worked examples.

THE GOAL OF MODELLING SHOULD ALWAYS BE THAT CHILDREN LEARN TO INDEPENDENTLY TRANSFER THE PROCEDURE TO NEW CONTEXTS.

STRAND 3 SEQUENCING CONCEPTS AND MODELLING

PROVIDE SCAFFOLDS FOR DIFFICULT TASKS

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

WHAT IS SCAFFOLDING?

Scaffolds should be used as a temporary support system to facilitate understanding of curriculum content and application of skills, working towards independence.

Scaffolds are gradually withdrawn as learners become more competent, underpinning independent practice. The most effective teachers implement scaffolding as it is needed in response to children accessing more complex learning. Providing scaffolds is a form of guided practice.

COGNITIVE APPRENTICESHIP

Within his research, Rosenshine refers to the use of scaffolding as 'cognitive apprenticeship' whereby the teacher models, coaches and supports children to learn cognitive strategies in order for them to develop independence.

VISUAL, VERBAL AND WRITTEN

Scaffolds may be carefully planned tools that could be visual, verbal or written.

They promote learning through dialogue, feedback and increasing responsibility on the child as the teacher withdraws the scaffold, which is recognised by Vygotsky as a temporary support system.

ANTICIPATING MISCONCEPTIONS

In order to plan effective scaffolds, teachers must know their children and their abilities well.

Teachers must be able to predict and anticipate barriers to learning and possible misconceptions in order to plan for and implement scaffolds through dynamic assessment of children's understanding.

LIFELONG LEARNERS

THROUGH CAREFULLY PLANNED, SCAFFOLDED LEARNING, WHICH ENABLES SUPPORTIVE YET CHALLENGING CLASSROOM EXPERIENCES, TEACHERS CAN HELP CHILDREN BECOME LIFELONG, INDEPENDENT LEARNERS.

STRAND 4 STAGES OF PRACTICE

GUIDE STUDENT PRACTICE

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

WHAT IS TO "GUIDE STUDENT PRACTICE"?

"Practice makes perfect"
Children need additional time to rephrase , elaborate and summarise new materials in order to store it in their long-term memory, which can be easily retrieved to empower and enable them be to independent learners, who can articulate and make connections.

Guided practice involves close supervision and feedback from teachers, who need to observe children's attempts to learn and complete tasks, to ensure they address misconceptions and that they build confidence without practising errors and rehearsing incorrect information.
The most successful teachers spent more time in guided practice, more time asking questions, more time checking for understanding, and more time correcting errors and increased use of worked examples.
This principles revolves the idea of "use it" or "lose it".

WHAT SHOULD IT LOOK LIKE?

Effective teachers blend guided practice into their teaching through:

- Thorough explanations provided in small and accessible steps;
- High frequency questioning to check for understanding and address misconceptions;
- High quality modelling;
- Scaffolds and learning prompts;
- Choral repetition;
- Over practise of key skills and knowledge;
- Controlled pace of lesson;
- Focusing on skill at a time;
- Intervening and reteaching at the point of learning.

WHAT DOES THE RESEARCH SAY?

Rosenshine has observed that the more successful maths teachers that had higher classroom success rates spent, on average, 23 minutes of a 40-minute lesson (57%) guiding student practice before giving them tasks to complete individually.

This was done by demonstrating how to complete worked examples, asking questions, regularly checking for student understanding, addressing common misconceptions and ensuring sufficient instruction was given to all pupils.

ASK QUESTIONS

Questions are a great way to check for understanding and address misconceptions - this is should be through a balance of hinge questions and open ended questions, to challenge children's thinking and encourage them to elaborate their responses. Elaborative interrogation such as asking 'why is this true?' enables children to make connections to prior knowledge and for teachers to identify depth to the children's understanding.

Effective Hinge questions

Hinge questions are planned questions with a specific goal of assessing all pupils understanding and thinking at a point of learning. The responses to the hinge question then guide the teacher as to what the next stage of the learning needs to be – whether to recap, reteach, or apply and move on.

Examples

- Multiple choice questioning
- True or false
- Match me up
- Kahoot Learning Quizzes
- White board responses
- Basic retrieval and recall

STRAND 4 STAGES OF PRACTICE

OBTAIN HIGH SUCCESS RATE

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

WHAT IS TO "OBTAIN HIGH SUCCESS RATE"?

It is important for children to achieve a high success rate during classroom instruction. By having high success rates for tasks set during lesson time, children will perform better when practising alone as a result.

"Learning from mistakes"
"Wrong answers are great. Wrong answers enable the teacher to identify misconceptions and errors, enabling them to reteach where necessary."

Rosenshines 7th Principle of instruction in essence is about ensuring lessons are error-free to secure newly gained knowledge, Teachers need to present lessons accurately to prevent children from holding on to misconceptions. Proficiency in learned tasks results in fluency of the children recall and quick application.

The more secure the knowledge, the more efficient the fluency, the more confident the learner, which leads to a higher success rate.

In addition, it's about igniting a genuine interest in learning and encouraging children to be active participants in their education.

WHAT SHOULD IT LOOK LIKE?

In order to obtain a high success rate, effective teachers should:

- Present information in small steps
- Regularly check understanding throughout the lesson
- Ask questions and engage in teacher pupil talk
- Monitor independent practise closely to identify gaps
- Prioritise identifying and addressing misconceptions early in teaching sequences to prevent the practising of errors
- Set high expectations of ALL children

WHAT DOES THE RESEARCH SAY?

Rosenshine himself defines, "success rate' as being judged by the 'quality of oral responses during guided practice and their individual work', measured by the percentage of correct answers.

Research suggests that students in classrooms with more effective teachers had a higher success rate - it was found that 82 percent of students' answers were correct in the classrooms of the most successful teachers and the least successful teachers had a success rate of only 73 percent. A high success rate during guided practice also leads to a higher success rate when students are working independently and applying their learning and skill development.

Research suggests that the optimal success rate for fostering optimal student achievement is around 80 percent as this shows that the children are learning new material effectively but that they are also challenged.

DELIVER ACCURATE KNOWLEDGE

Teachers should be experts in the subject they are delivering to the children presenting new learning through the use of a short presentations combined with supervised children practise.

Clear sequences for teaching need to be embedded to ensure material is delivered in the most effective and purposeful way to the children.

Teacher should plan for and pre-empt common misconceptions in order to address these in the initial stages of teaching practise as well not being afraid to stop and adjust teaching strategies and practise in response to the students needs. Side by side modelling, worked out examples and "talk through" will support teachers when addressing these.

Teaching Writing Sequence

- Clarify content and ideas
- Model and Plan
- Share success criteria
- Prepare
- Draft
- Revise
- Edit
- Publish

Teaching Vocabulary Sequence

- Prepare tiered vocabulary
- Explore word class, definition
- Practise and recall
- Use within context
- Practise and recall
- Apply within context
- Apply across curriculum

STRAND 4 STAGES OF PRACTICE

INDEPENDENT PRACTICE

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

WHAT IS "INDEPENDENT PRACTICE"?

'Independent practice', involves children practicing tasks without guided practice from the teacher. While independent, this practice should be monitored, to ensure that mistakes are not made.

Practice makes permanent!

Children need extensive, successful, independent practice in order for skills and knowledge to become automatic'.

WHAT SHOULD IT LOOK LIKE?

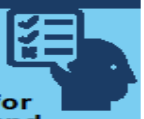
Independent practice will be dependent on children's capacity for it – younger children may rely more heavily on adult support for this.

Examples may include:-

- list of short tasks to be completed
- questions to answers
- pieces of writing
- texts to read
- videos to watch
- quizzes to prep for

Teachers need to ensure tasks are short enough so that you can give feedback on them easily or so that children can self-assess.

WHAT DOES THE RESEARCH SAY?



Rosenshine says that: 'The more successful teachers provided for extensive and successful practice' He says that research has found that 'students were more engaged when their teacher circulated around the room, and monitored and supervised their seatwork. The optimal time for these contacts was 30 seconds or less'

BEST PRACTISE IN THE CLASSROOM

Independent practice should involve the same material as delivered and explored during guided practice with slight variation to allow for application.

Within this, cooperative practice, where children help each other and work together, has proven that children tend to achieve higher, as they benefit form having to explain their thinking or have someone other than the teacher explain it to them.

Should regular errors occur during independent practice, this would indicate guided practice has not been sufficient enough.

THE BEST WAY TO BECOME AN EXPERT IS TO PRACTICE, THOUSANDS OF HOURS OF PRACTISE. THE MORE PRACTICE, THE BETTER THE PERFORMANCE.

Appendices: School Self Evaluation Monitoring Proforma

Meadowbank Primary School
Flourish & Inspire
Lifelong Learners, Leaders of Change, Lasting Legacy

SSE Self-Evaluation

Date:	**Subject:**
Staff Monitoring:	
Focus:	
Additional Context Information:	

Class/Year Group	Strengths	Areas for Development

Book Look

Children's Agency

What is your evidence telling you?

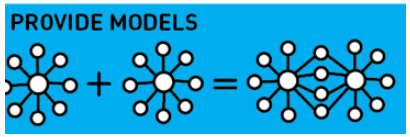
Overall Judgement for Subject:-
As a result of ongoing self-evaluation activities we have identified the following priorities:-
Short Term:- **We will achieve this by:-** **Link to SDP:-**
Medium Term:- **We will achieve this by:-** **Link to SDP:-**
Long Term:- **We will achieve this by:-** **Link to SDP:-**

Since our last monitoring there has been a notable improvement in XX as a result of XX

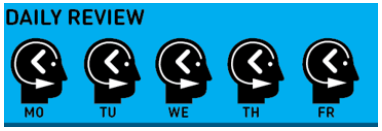
The impact of this is XX

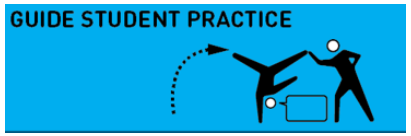
Name:-
Date:-
Observer:-

Appendices: ELT Rosenshines Principles of Instruction Development Maturity Model

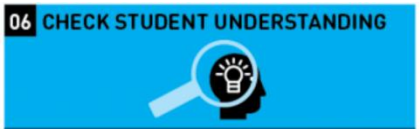
Principle and link to Teacher Standards	Beginning	Developing	Embedding	Transforming
	Teachers are beginning to develop an awareness of the need for new material to be delivered in small steps. A large amount on material is provided in one go as such the pupils are overloaded e.g. visually confusing and over stimulating resources. Time spent on introducing new material or concepts is limited resulting in unclear instruction. This may present as poor learning behaviours, such as children off task or distracting others. Pupils attempt to complete the task given, however the lack of clarity can provide barriers to learning and this may require teachers spending time giving continued individual instruction during the lesson.	Material provided is broken down into chunks and is sequential, meaning that the information shared is becoming less overwhelming for pupils. Time is spent on new material and concepts, however it is not always clear which information is new and in which ways children might be able to apply their prior knowledge. This results in gaps in pupils learning because they are unable to make the necessary links to prior knowledge.	Small amounts of new material are presented at one time, and they are taught in such a way that each point is mastered before the next point is introduced. At each point a pupils understanding is checked and material is retaught where necessary. Time is spent presenting new material and guiding student practice, for example through demonstration, questioning, additional explanations and working examples, checking for student understanding and providing sufficient instruction so that pupils can learn to work independently and without difficulty by making links to prior learning.	All staff recognise and overcome the limitations of their pupils' individual cognitive load by teaching material in small steps. They consistently adopt this sequential learning approach across the curriculum to ensure that their pupils have mastered a concept before moving onto the next step and can make connections across the curriculum. Student mastery is assessed both through retrieval practice and knowledge application.
Exemplification	e.g New material is presented through paper based/worksheet activity without small steps without adult discussion. -The ratio between direct instruction and guided practice is imbalanced. -Lack of clarity around content/expectations results in teachers needing to explain the material again.	e.g New content in lessons is delivered without capitalising upon prior knowledge. -Lack of awareness of children's sticky knowledge results in misconceptions and missed opportunities for adaptive teaching.	e.g Input to application model of learning. -Provide worked modelled examples/analogies- Some use of 'I do, we do, you do' approach. -Longer independent work produced at the end of a unit of work. .	e.g. Tasks are broken down into small steps. -I do, we do, and you do model of delivering the input. -Using talk/learning conversations (Dialogic teaching approach) between teacher and pupils and pupils with pupils rather than just a teacher presentation.
	Teachers address misconceptions surrounding the model provided. There is evidence of worked examples when misconceptions arise.	Expectations are made clear through pre-planned models, sharing the process that pupils may go through in their learning. This should include at least two worked examples of possible misconceptions.	Models are adapted live in order to support the emerging needs of the pupils, alongside pre-prepared models (based upon effective assessment of prior and present knowledge).	All staff recognise the importance of pupil agency in the development of effective models. Pupils are able to independently generate their own worked models, using their prior knowledge as a tool-kit

	Pupils have the opportunity to interact with a model provided for them, following initial instruction.	Teacher modelling and thinking aloud shows children how to solve a problem through teaching input. Questioning is used to guide pupil practice, however, the number of questions asked is limited, as is the time is spent on explanations.	Teacher modelling and thinking aloud provides worked examples demonstrating how to solve a problem. Examples of elective cognitive support are evident. Modelling helps pupils understand new process and ideas. Good models help make ideas concrete and accessible.	for this. They are then able to facilitate modelling for others in order to notice and address the misconceptions collaboratively. Pupils seek out opportunities to use an appropriate model to independently influence, refine and articulate their understanding.
Exemplification	e.g Within inputs, only direct instruction is given. Individual worked examples of misconceptions, only provided when they arise.	e.g. Pre-planned misconception models shared to whole class. Pupils may be over reliant on the use of one physical model at this point.	e.g. There is a wide range of models which respond to the needs of the children based on their prior knowledge and arising misconceptions. Children are not yet able to justify the most effective model to use.	e.g. Pupils are able to make conscious decisions about whether to use a model or not and can justify their choices. All pupils are accessing the lesson by applying their knowledge of the model and how and when they are effective.
	Scaffolding structures (in the form of differentiated worksheets) are permanently in place and pupils are dependent on these in order to access and complete the learning. Whilst pupils access the learning opportunities, there is a lack of challenge presented, and there is not equity for all children in the learning experiences provided due to the restriction of the differentiation provided, resulting in emerging gaps across the cohort. Teachers' pre determine what pupils are capable of and the scaffolds they need to achieve the basic level of learning.	Teachers show consideration for when scaffolds are required. Errors or misconceptions which pupils may make/have are anticipated and so teachers plan opportunities for learning to be reviewed and refined. Scaffolds are provided at a basic level giving enough support so that pupils can successfully complete tasks that they could not yet do independently. Scaffolds remain permanently in place and are not removed over time which in turn hinders children's independence and rate of success.	Scaffolding is used as a temporary support that is removed when it is no longer required'. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.	Staff are highly aspirational for all pupils. Metacognitive talk is highly evident within lessons, both modelled by the class teacher and through the pupil's conversations. Pupils are aware of the processes they are making to complete a task including possible misconceptions. Through cognitive apprenticeship students learn strategies and content, which enables them to become competent learners. They are aided by a master who models, coaches, provides supports, and scaffolds them as they become independent. Pupils are exposed to "expert thinking" via the process of thinking aloud.
Exemplification	e.g. Differentiation is pre-determined by teacher. Differentiated worksheets are static and there are a lack of open ended activities. All children are given the same scaffold and it is not removed.	e.g. Variation is planned for using scaffolds in order to anticipate misconceptions. However, these scaffolds are not adapted based on the misconceptions that individual children may demonstrate. This scaffold is not removed.	e.g. Varied use of scaffolds that are inclusive of concrete, pictorial and abstract opportunities. An appropriate level of scaffold is in place and removed during independent	e.g. Scaffolds develop in response to progress being made and are adapted live when needed. These scaffolds develop alongside pre-planned varied scaffolds.

	Worksheet with gap fill	WAGOLL	practice when practitioners determine that it is most appropriate. WABOLL Shared Write Teacher Think Aloud	Pupils show awareness of when they no longer need a scaffold and can independently access a scaffold that is appropriate to them. Pupil led 'Think Aloud' during independent practice.
	Teachers show an understanding of what pupils' prior knowledge should be and use this to formulate a daily review. This review is the same for all children and may not connect to new learning. This may take the form of verbal explanations of vocabulary or sharing understanding with a partner.	Teachers plan for a specific focus on vocabulary, facts, concepts or procedures in order to build connectivity for children through daily review. This focus is selected based upon what it is anticipated that the pupils may not know. There is time set aside for daily review before new learning is introduced.	Teachers use prior knowledge of the pupils to formulate a review with a specific focus on vocabulary, facts, concepts or procedures in order to build connectivity for children. This focus is selected based upon what it is anticipated that the pupils may not know. This review is concise and pertinent to new learning. Pupils have the opportunity to bounce ideas off one another.	Daily review supports teachers to build further understanding of the connections that children are making independently. The focus of this review is adapted live, based upon which connections the pupils are either already able to or unable to articulate. This review is concise and pertinent to new learning. This review facilitated dialogically, with conversations that triangulate in order to build permanence of knowledge. E.g. pupil-teacher, teacher-pupil, pupil-pupil.
Exemplification	e.g. Some previously learned concepts are discussed or referred to. It may be unclear how these concepts connect to and support new learning.	e.g. Explicit focus on all vocabulary, facts, procedures and concepts relevant to that day's lesson. These are planned for in advance. e.g. low stakes quiz completed	e.g. Automaticity is developed through explicit focus on necessary vocabulary, facts and procedures relevant to that day's lesson. This focus should build upon the previous lesson, allow adults to check students' understanding and move forwards diagnostically. e.g. low stakes quiz is used to inform the sequence of learning	e.g. Opportunities to recall concepts and vocabulary that bring prior learning into working memory so that new layers can be added are provided. Clear links are made to the previous days learning and the next day's learning. E.g. pupil led concept mapping or story-telling of a concept through think aloud. Plenaries and inputs are used creatively to review previous learning and make connections to new content. These are planned for diagnostically.
	Beginning to make connections between concepts by activating prior knowledge. Pupils are able to make connections to what they already know with some support through guided practice.	Connections can be made between concepts by connecting prior knowledge to new knowledge and experiences. Teaching enables pupils to reflect readily based on regular discussion of prior learning. This is evident in pupil's readiness of response to frequently revisited question types.	Review of learning enables pupils to develop and organise networks of ideas or schemata which are stored into the long-term memory. New information can then be stored by making connections to knowledge that already exists and pupils are able to readily articulate this.	Daily weekly and monthly review activities gives students opportunities to generate versions of what they know and understand, helping to strengthen future retrieval of the knowledge involved, build fluency, and identify where they may have residual gaps or areas of uncertainty. Carefully sequenced teaching facilitates pupils in being able to organise knowledge into increasingly complex schemata.

			Pupils can distinguish between new information and information that they should already know, extracting this from long-term memory without prompt.	
Exemplification	e.g. Pupils can discuss what they have been learning over a period of time. This may not always link to their current learning without further questioning and support through scaffolds. Models, scaffolds, worked concept maps	e.g. Repeated strategies that children are familiar with such as: give me 5 (retrieval) There is clear evidence in guided practice that there are opportunities for children to access dialogic teaching, allowing them to gather perspectives of others and make wider connections	e.g. Pupils can map their own journey through a concept independently, relating this understanding to concepts previously taught – even if the context of the current lesson if different. Questioning allows for the effective facilitation of these discussions.	e.g. Pupils show connectivity through the generation of their own scaffolds, models and chosen representations. They identify their own gaps in knowledge and take independent action to access appropriate tasks that meet their current and emerging needs.
	New material is presented to pupils however there is a lack of opportunity to rehearse and practice new learning. Pupils skim materials presented without engaging in the content fully. Feedback is limited, meaning that misconceptions may be stored in the long term memory.	Pupils engage with new learning materials and opportunities for guided practice are available, however not enough time is spent on rehearsal to allow pupils to develop independence in their practice. Teachers begin to deliver instruction in a timely and appropriate way to address misconceptions and check for understanding.	Practice is an integral part to the lesson and teachers ensure that pupils have repeated opportunities to practice with appropriate guidance and support in order to increase the success rate. Pupil demonstrate a more extensive schemata as a result of the time spent engaging in dialogue about new material. Sufficient instruction is given throughout the lesson, enabling pupils to develop greater independence in their practice.	Pupils are given additional time to rephrase, elaborate and summarise new material in order to store this material in their long-term memory. Students are able to retrieve this material easily and thus are able to make use of this to foster new learning and aid in problem solving. Teachers spend time asking questions, checking for understanding, addressing misconceptions and supporting pupils to solve problems. Dialogue is embedded throughout the lesson resulting in pupils demonstrating high levels of reflection and independence.
Exemplification	e.g. Once new material is presented and modelled, teachers allow students to practice in over structured and over-scaffolded limited opportunities which in turn limits learning.	e.g. Additional explanations and examples are provided when misconceptions are identified. These opportunities may be limited as pupils have not had sufficient time to rehearse learning and encounter challenge.	e.g. “I do, we do, you do” approach is beginning to be integrated to model practice. Adults use ‘thinking out loud’ to model aspects of challenging practice. They use questions to involve children and allow them to rehearse the learning. Homework opportunities are set which consolidates learning in the classroom and provides student with additional rehearsal opportunities.	e.g. Dialogic learning is embedded in the culture of the classroom, through pupil and adult talk. Scaffolds are provided for pupil talk to increase focus and rigour of dialogue. “I do, we do, you do” approach is consistently integrated to model practice. Feedback is delivered through questioning, stretching and an exploration of misconceptions.

				Purposeful homework opportunities are set which consolidates learning in the classroom and provides student with additional rehearsal opportunities.
	Teachers use simple or closed questions which retrieve prior knowledge and check understanding. Questions can be limited, generic and provide a lack of depth which affect the ability to explain in depth.	Questions are used which are adapted to suit the needs of learners in a logical and sequential order; appropriate thinking time is planned to support effective responses. Questioning is used to provide opportunities for active participation. Pupils begin to ask their own questions and explore their own understanding.	Teachers plan questions which develop increasing depth and probing questions which ask for justifications and reasoning, allowing pupils to share and explain their learning. Questions support the learning to follow a journey which enables progression of knowledge. Misconceptions are addressed quickly by using a range of question types to provide systematic feedback and address misconceptions.	Teachers plan questions which inspire deeper intellectual thought and consideration of a range of factors. Questions may be rhetorical and probe for pupils to ask deeper questions of themselves when considering their responses.
Exemplification	e.g. Questions are closely linked to the planned tasks and do not enable pupils to deepen their understanding. e.g. Can you work out…?	e.g. Teachers begin to use an increasing range of question types which give pupils the opportunity to rehearse understanding and begin to provide explanations. e.g. Can you explain your thinking? Can you explain how you arrived at your answer?	e.g. Teachers use questions which involve all students such as summarizing, choral responses and telling a neighbour. Teachers plan questions which provide opportunities for increasingly in depth explanations. e.g. What do you know about…? What have you discovered about…? What new learning have you gained? Why do you think? How do you know? Why would we use…?	e.g. Teacher use questions which allow pupils to elaborate on their understanding and consider how they will explain and present answers. Why is…not the answer? What would happen if…? What is the purpose of…?
	Pupils have opportunities to work independently and this is facilitated by adults in the room. These opportunities are driven by success criteria and ensure that progress within a concept is planned for. Children may have separate activities within the room or independent practice may rely on children completing the same task as others but by themselves. Independent practice follows guided practice.	Pupils are beginning to make decisions about their own learning, using scaffolds, models and structures provided for them so that they are able to progress in small, appropriate steps. Activities provided address specific areas of the success criteria. These may not all be applicable to each child. Independent practice follows guided practice and clear instruction is provided to support children to access concepts independently. Motivation to succeed independently may be extrinsic at this point.	Pupils make informed decisions about their own learning, selecting opportunities that they need in order to deepen their understanding and access challenge that is appropriate for them. Activities planned are open-ended, meaning that children are able to access these at different levels, according to need. Independent practice follows guided practice and clear instruction is provided to support children to access relevant concepts and activities, building fluency, deepening understanding and gaining automaticity within the concept through metacognition.	Pupils are able to articulate why they are making the choices that they are making and how this is aiding their progress within a concept. Children are actively seeking out challenge through exposure to open-ended activities that allow self-reflection and extension. Independent practice follows guided practice, and extensive opportunities are provided that allow children to gain a wider independence and self-challenge beyond the classroom through intrinsic motivation. This is supported by the facilitation of effective metacognitive practice.
Exemplification	e.g. Worksheet completed independently by children which is lacking in variation	e.g. A range of activities are available with differing opportunities for children to	e.g. Pupils have a range of enriching and open-ended opportunities that allow	e.g. Pupils acknowledge independent opportunities and recognise the

	and not always consistent with guided practice. This may just be an independent repetition of the guided practice. e.g. • worksheets • questions from the IWB	meet the success criteria. Some activities are unintentionally closed. e.g. • a variety of different worksheets • a mix of practical and worksheet based activities • an ability to move to select an activity / instruction as to which activity to select	them to enter independent practice at a level that is appropriate to them and identify how to do this. e.g. • clearly signposted activities or opportunities that consider specific skillsets or areas of challenge • worked examples, models and scaffolds are readily available for children to access, based upon their understanding of their own need	importance of their own choices in learning to progress. They have opportunities to reflect upon their prior, current and future attainment goals and guided practice supports them to understand how to make these connections succinctly. e.g. • independent reference to stages of learning • connectivity through concept mapping • working metacognitively without prompt • challenge beyond the classroom
	Imbalance between new learning and challenge, either too hard so that too many mistakes are made or too easy so that the pupil are not. Resulting in the success rate being too high or too low. Pupils are assessed but assessments are not used to inform future planning and teaching.	Misconceptions are addressed whether this be individual or whole class and pupil respond to these. Pupils are beginning to obtain a high success rate but it is still imbalanced for some pupils. Pupils responses are used to inform teaching within the lesson, teachers are aware of pupil's next steps and share these with the pupils.	Variation within lessons is planned for so that all pupils have equal opportunity to obtain a high success rate. Pupils are assessed at various points of their learning such as at the end of a unit of work and opportunities to revisit their learning are provided. As a result future planning and teaching is modified based on pupil's responses.	Teaching is adapted live responding to all children over a series of lessons. Dialogic assessments are built upon to inform future planning and teaching. Pupils are stretched and challenged resulting in an 80% balance of challenge and learning over a course of a series of lessons.
Exemplification	e.g. End of unit assessments are completed	e.g. Verbal or written feedback	e.g. Planning responds to pupil's specific point in their learning.	e.g. Adults have high expectations for all pupils and pupils have high aspirations of themselves because teachers encompass all the elements of the principles. Activities are carefully planned to stretch all pupils whilst scaffolds are also in place to enable pupils to access their learning.
	Teachers assume that pupils have adequate and well-formed background knowledge and present new learning with limited time checking on pupils' understanding.	Adults check students' understanding at specific intervals throughout the lesson. They consider possible misconceptions that may arise.	Once new material has been presented in small steps, teachers frequently check for understanding by asking questions that cause the students to elaborate on the material they have learned and augment connections to other learning in their long-term memory. Their responses also alert the	Teachers frequently check to see if all the students are learning the new material. These checks provide some of the processing needed to move new learning into long term memory, and also let teachers know if students are developing misconceptions.

			teacher to when parts of the material need to be retaught.	Time is given for pupils to construct and reconstruct new learning, which allows pupils to develop a more extensive schemata and their own mental summary.
Exemplification	e.g. After new learning is presented, teachers ask pupils if they have 'any questions' and assume that no response means that children are secure in their learning.	e.g. Teachers check for understanding by asking pre-determined questions which allow pupils to summarise their learning. This alerts the teacher to possible misconceptions that may arise, and any material that needs reshaping or presenting in a new way.	e.g. Teachers ask pupils to 'think aloud' or to justify their reasoning, allowing them to elaborate their knowledge in new ways, whilst helping to identify gaps in their understanding Baselining and exit quizzes allow pupils to demonstrate their learning and help adults to identify gaps that need addressing.	e.g. Teachers anticipate and plan for common misconceptions. Retrieval practice opportunities are integrated throughout a lesson and unit of work (E.g. baseline, sticky knowledge quizzes, end of unit assessments, learning question responses).

ANY ADDITIONAL COMMENTS:-